DOCUMENT RESUME

ED 227 885 JC 820 414

AUTHOR Hixson, Bruce, Ed.
TITLE Current Status of the General College's Career Development Programs.
INSTITUTION Minnesota Univ., Minneapolis. General Coll.
PUB DATE Aug 82
NOTE 36p.
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT General College Newsletter; v30 n1 Aug 1982

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Associate Degrees; *Educational Certificates; Employment Opportunities; Enrollment Trends; Interdisciplinary Approach; Job Training; Program Costs; Program Descriptions; *Program Evaluation; Two Year Colleges; Universities; *Vocational Education

ABSTRACT

These articles review the current status of General College's 11 career development programs: (1) Certificate in Aging Studies, an extension program geared toward those working with the elderly or seeking entry to the field of aging; (2) Aviation, consisting of seven one-level aviation courses which are applicable to all General College degrees; (3) Family Life Sequence, an experimental program connected with other family-related curricula; (4) Fire Protection, which is available for correspondence study; (5) Human Services Generalist Program, an interdisciplinary program involving cooperation with the Department of Psychiatry; (6) Legal Assistant Program, which offers legal specialty courses, internships, and continuing education seminars; (7) Marketing Certificate Program, a self-contained 12-course program; (8) Radiologic Technology, an associate degree program to prepare students for various radiological occupations; (9) Law Enforcement/Corrections Concentration, two- and four-year programs meeting Minnesota's requirements for police licensure; (10) Open Learning for Fire Service, a national program in a correspondence study format; and (11) Vocational Teacher Education, an associate degree designed to meet the needs of those teaching in trade and industrial programs. With some variations, the program descriptions contain information on employment opportunities, program evaluation findings, enrollment trends, program costs, student characteristics, and connections with other University units. (DAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

general college newsletter

Bruce Hixson, Editor

Volume XXX
Number 1
August 1982

ED227885

CURRENT STATUS OF THE GENERAL COLLEGE'S CAREER DEVELOPMENT PROGRAMS

Daniel Detzner, Fredric Steinhauser, Gail Thoen and Sander Latts, Allen Johnson, David Foat, Mike Moser and Sherwood Wilson, Denise Webster Tempeton, Shari Peterson, Patricia Skundberg, Forrest Harris, David Giese, and David Bjorkquist

This issue of Newsletter presents important information about the current status of all 10 of the College's career development programs. The authors have focused thier articles around data from recent evaluations, enrollment trends, faculty profiles, connections with other University units, and student profiles.

The tradition of experimenting with career development programs in the College comes from the changing and unmet demands of the job market. Our programs are often unique in the state of Minnesota or the seven county metropolitan area. Once programs have been developed they are often exported or serve as prototypes for other schools across the country.

The General College provides the University with a variety of services through our career development offerings: 1) GC serves as a collegiate home for programs such as Aviation Studies and Fire Service, 2) GC provides cross-college cooperation with other University units in order to develope such interdisciplinary programs as Human Services Generalist with the Department of Psychiatry, Legal Assistant with the Law School, Marketing with the School of Management, Radiologic Technology with the Department of Radiologic Technology, Law Enforcement/Corrections with the Department of Sociology and Vocational Teacher Education with the Department of Vocational and Technical Education, and 3) GC allows opportunities for faculty flexibility by hiring faculty from other Collegiate units at the University and from the private sector when special expertise are necessary.

JC 820 414

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Hixson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CERTIFICATE IN AGING STUDIES

by

Daniel Detzner

More than one million persons are currently employed in the field of aging across the United States and employment opportunities are expected to increase as the population grows older in the decades ahead. Most of these persons are employed in direct service work with the elderly in nursing homes, nutrituon programs, hi-rise apartments, senior centers, clubs, and in-home support services. Robert Butler, director of the National Institute on Aging, points out that 80% of those employed in the field have never taken a college level course on aging. Until the mid-1970s, few colleges and universities had well developed curricula in gerontology primarily because there were few faculty available who trained in the new multidisciplinary field.

The Certificate in Aging Studies was designed to meet the educational needs of employed direct service workers and those seeking entry to the field of aging. Since 1978, 116 students have been accepted into the program. Applications reveal that students seek entry to improve lateral or upward career mobility, enhance knowledge of the older adult, refine skills, prepare for a career or volunteer work, and develop a better understanding of themselves as aging individuals.

Upon entry, new students complete a 33-item questionnaire concerning their current state of knowledge and skills in significant areas related to the elderly and programs designed to serve them. Questions were developed directly from the objectives established by faculty for the six core courses. In addition to these self-ratings, students are asked to rate the importance of each objective to their work with older adults. Upon completion of the program, students are asked to complete the same questionnaire so that pre- and post- data can be established. This on-going evaluation tool enables faculty to measure changes in knowledge and skills as a result of the program, the continuing significance of course/program objectives, and areas where curricula should be added, modified, or deleted.

Preliminary data were analyzed during summer, 1981 to assess student satisfaction with the program and the significance of program objectives. The post questionnaires of 33 graduates were examined and responses to the questions about knowledge and skill increase were averaged to produce an index. Table I shows the average percentage of times students indicated their knowledge or skill in the various areas increased a great deal, some, very little, or not at all.

Daniel Detzner is an Associate Professor in the Social Behavioral Sciences Division of the General College at the University of Minnesota and Coordinator of the Aging Studies program in the General College.

TABLE I

Knowledge/Skill Increase

Great Deal	46.8%
Some	43.2%
Very Little	5.3%
Not At All	1.7%
No Response	3.0%

If courses are effectively taught toward accomplishment of the stated objectives, then significant increases in knowledge and skills after completion of the program might be anticipated. In this case, 90% of the students' responses indicated a "great deal" or "some" increase. Further analysis of data for each course reveals individual objectives that were not rated as highly. This information provides faculty with direction for course revision or restatement of objectives.

Course objectives were devleoped by faculty after careful consultation with a community advisory committee composed of employed direct services workers in the field and faculty with expertise in gerontology. The continuing significance of these objectives is an important measure of program relevance in a field which is rapidly changing. Table II shows the average percentage of times students indicated how important the course objectives were to their work with the elderly. It reveals that students consider these objectives to be important to their work.

TABLE II

Importance of Objectives to Work with Elderly

Very Important	59.9%
Somewhat Important	23.2%
Not At All Important	2.1%

The program is only offered in the evenings through extension classes because it promarily attracts individuals who are working with the elderly during the day. Table III shows enrollments in the six core courses for the 1981-82 academic year.

TABLE III

Core Course		Quarter/Year	Enrollment
GC 3467	Communicating with Older Adults	F '81	32
GC 1136	Biological Aspects of Aging	W '82	42
GC 1287	Psychology Applied to Aging	W '82	25
GC 3217	Community Service Internship	W '82	10
GC 1234	Growing Old Together	S '82	30
GC 3238	Public Programs in Aging	S '82	23
GC 3217	Community Service Internship	S '82	14

With the exception of GC 3217, all courses in the program are open to the public who may be interested in learning about their own aging process or broadening their general education. Enrollments for 1981-82 are somewhat lower than previous years when the new program was advertised more widely.

The real cost of the Aging Studies Program to the General College is quite low since faculty salaries and supplies are directly paid by Extension classes. The program coordinator spends 10-15 hours per week of his time handling administrative details, advising students, providing information, arranging internships, and other matters. During the last two years, GC 3217 has been taught on an in-load basis by the coordinator generating approximately 72 student credit hours for the college and 65% of the tuition revenue (approximately $1,000 per offering).

The Aging Studies certificate is an all-college program since courses are taught from each of the teaching divisions. However, its home is in the Social and Behavioral Sciences (SBS) division. One faculty member, with adjunct status in SBS, has her base in the Hubert H. Humphrey Institute of Public Affairs. The program is closely linked to the All-University Council on Aging through the coordinator's membership on the Policy Committee and through council publications and advertising. The connection to Extension classes is important since most students currently enrolled could not attend classes during the day. The program attracts students from other colleges across the campus and it has become the primary route to develop a baccalaureate degree with an emphasis on aging at the University of Minnesota.

The program attracts a very diverse group of non-traditional students each year. Of the 30 students admitted for the 1981-82 academic year, there are six males and 24 females. The average student is 40 years of age with five years experience working with the elderly. Only one student had no previous post-secondary education, seven had completed a certificate or equivalent educational program at a vocational-technical school, eight had completed some college work, one had the R.N. degree, 16 had the B.A./B.S. degree, two had finished masters, and one is a Ph.D. in psychology. Almost all of these students were full or part-time employees or volunteers in the field of aging upon application. They held positions such as activities director, nurses aide, and in-service education coordinator in nursing homes; intergenerational curriculum coordinator for the Minneapolis public schools, registered nurse at the Veterans Administration hospital, head nurse at a senior mental health program, home health aide or homemaker for community-based agencies, and a wide variety of other positions.

After finishing the certificate, most students remain at their current place of employment; several have received salary increases and/or promotions upon completion. Students entering the field have obtained positions as counselor in a mental health agency, senior center coordinator, social service coordinator in low-income high rise apartments for the elderly, site coordinator for the senior nutrition project, volunteer coordinator at a neighborhood agency, and others. A few agencies assisted their student/employees by paying full or part of the tuition costs or by released time to complete the internship course, however, this appears to be decreasing with budget cutbacks.

The Certificate in Aging Studies can stand by itself or be integrated into the General College Associate in Arts, Bachelor of General Studies, or Bachelor of Applied Studies degrees. Employment opportunities for certificate graduates with the Associate in Arts degree are limited in the Twin Cities region. However, opportunities may be better in rural areas of the state. Further research into outstate employment opportunities for those who terminate at the Associate in Arts degree would be helpful. It may be possible to develop the program into a correspondance study certificate that, coupled with the Associate in Arts degree, could meet the educational needs of direct service workers in rural areas who do not have ready access to the Twin Cities campus.

AVIATION

by

Fredric Steinhauser

Aviation is a growing field which interests many college students; the Twin Cities metropolitan area is a center of that growth in the Upper Midwest. Several airlines have significant portions of their operations here, and major business concerns are expanding their flight capabilities. This report describes the aviation program recently made available through the General College to meet some of the needs of this expanding field.

Discussions were carried on between the General College and the Universtiy of Minnesota Flight Facility in the fall of 1970 to consider awarding credit in the college for aviation training taken by students at the flight facility. In 1973 an agreement was reached that the General College would award "blanket" credit for aviation courses completed at any approved aviation training facility. Approximately 200 people per year take flight training courses at the University Flight Facility.

Over the years it became apparent that there was a growing demand for aviation-related programs in higher education due in part to the growing importance of aviation in the national economy. Numerous aviation programs developed in a number of colleges and universities throughout the United States.

Many inquiries were received by the University from Twin Cities college-bound students concerning college programs with aviation components. Many Twin Cities students were going out of the state to find suitable aviation programs. In 1980, the General College and the University of Minnesota Flight Facility made a concerted effort to make available a college degree with an aviation component.

Some universities have extensive programs in aviation, and two general aspects of their programs are relevant to the General College. First, credit-award policies for aviation courses at these institutions are fairly consistent and generally follow the College Aviation Accreditation Guidelines developed by the University Aviation Association, a national accreditation body. Second, courses preparing students for Federal Aviation Administration (FAA) Commercial Pilot Certification are generally considered to be at the associate degree level (i.e., freshman-sophomore courses), whereas courses preparing student for FAA Flight Instructor and Airline Transport Certification are generally considered to be at the baccalaureate degree level.

Fredric Steinhauser is a Professor in the Social Behavioral Sciences Division of the General College at the University of Minnesota and Coordinator of the Aviation program.

By winter of 1981 all preparations and negotiations were completed and seven one-level aviation courses were listed in the General College Bulletin, a total of 47 possible credits for aviation-related courses.

Because the program was so recently established, no formal evaluations have been conducted. Interest in the program is evidenced by student-initiated contacts and by course enrollments. From winter 1981 through winter 1982, 261 interested students each had a personal orientation of about 30 minutes with Professor Fredric Steinhauser regarding the aviation program (see Table I).

Table I

Aviation Inquiries

1981	Winter	78
1981	Spring	66
1981	Summer	42
1981	Fall	37
1982	Winter	38

The number of students registering for aviation courses has fluctuated between none and 19, but the total credit hours have increased each quarter from 40 credits in spring 1981 to 105 credits in spring 1982. Since winter 1981, about 20 students have received approval for baccalaureate programs which have an aviation component. Others are now enrolled in GC 1894, Planning a Baccalaureate Degree (see Table II).

Table II

Aviation Registrations

Spring 1981	40 credits	9 students
Summer 1981	50 credits	10 students
Fall 1981	79 credits	19 students
Winter 1982	104 credits	18 students
Spring 1982	105 credits	20 students

Only a few students have indicated an interest in an AA degree. A small number of students are registered for the aviation courses through CEE. The General College continues to work with University College where about five students in that program are getting degrees with an aviation component.

Credits earned in the University Flight Facility are applicable to all the General College degrees. Students seeking employment in the aviation field would be advised to take addtional courses typically expected of graduates of two-year programs. Few students come to the General College seeking an associate's degree with a main focus on aviation. Rather, they apply credits earned in aviation courses to the Bachelor of General Studies or the Bachelor of Applied Studies degrees. Students choosing this option expand their aviation training by adding coursework in one or more of several areas. The B.G.S. degree was designed to provide students with a broad general education focused on a theme. With both of the General College Baccalaureate Degrees, students are expected to make use of the University-wide resources available to them. Many of them take courses from other departments in addition to those in General College.

FAMILY LIFE SEQUENCE

by

Gail Thoen and Sander Latts

The Family Life Sequence is currently in experimental form and no formal evaluation data is available. A working model of the proposed core and elective courses has been outlined and informally presented to the GC community through the publication of a brochure which became available in fall, 1981 when the sequence began.

In response to a survey conducted during 1980-81, three new courses were developed and incorporated into the Sequence. GC 3722 and GC 3723 (Principles of Marriage and Family Intervention and Internship) were offered for the first time winter and spring, 1982. This two-course sequence is required for the core program. A formal evaluation of the courses will be available fall, 1982. It was taught in this pilot effort by Professor Thoen and 18 students were enrolled.

Another new course, GC 1837 (Asian American Women) was also developed, in part, as a response to the need for more family life courses for electives in the sequence. The course was co-taught in this pilot effort by Professor Thoen and Professor Nobuya Tsuchida, Director of Asian Pacific American Learning Resource Center. There were 80 students enrolled in the course.

At present time there are no additional costs to the College for the Family Life Sequence faculty time, or for teaching assistants. This is due to two all-university grants secured by Professor Thoen through the EDP and Small Grants program.

The extensive amount of time needed to initiate and implement the program has been carried as overload by Professors Thoen and Latts. However, as the grant for a graduate teaching assistant expires in June, 1982, increased support from the College will be needed.

In its current experimental form, the Family Life Sequence is most closely connected with other special programs in GC with family-related curriculums such as the Aging Program, the HSG Program and the Paralegal Program. These programs serve students who are most likely to seek the addition of a family life sequence into their major certificate concentration.

The forthcoming fall, 1982 evaluation of actual course enrollment in GC 3722 and GC 3723 outlined above will help clarify how the sequence is related to other University of Minnesota programs.

Gail Thoen is an Assistant Professor and Sander Latts is an Associate Professor in the Social Behavioral Sciences Division of the General College at the University of Minnesota.

FIRE PROTECTION CERTIFICATE

by

Allen B. Johnson

Introduction

The program has been planned, promoted and sponsored by the Fire Information Research and Education Center, Agricultural Extension Service, Continuing Education and Extension, and others responsible for fire protection. It was designed for those concerned with municipal, institutional, and industrial fire protection, insurance inspection or rating bureaus, and the manufacture of protective equipment and systems. This venture made the courses and certificate available to a much larger audience than previously. Several of the courses became available in 1974. However, others are still being prepared to be offered through Independent Study. This program was the first Fire Protection Certificate available through correspondence study in the nation and it recently won an award for excellence, quality and service.

Recent Evaluation

In 1979, the General College was invited to review the courses in the Fire Protection program for possible consideration as credits applicable toward General College degrees. Faculty from the Science, Business and Mathematics Division (SBM) reviewed the study guides, test material and instructor qualifications for each course. They felt strongly that the technical and administrative content of the program was well suited for the particular student clientele. In addition, they strongly recommended that the courses should be available for degree credit because of their depth, rigor and the expertise of the instructors. The SBM faculty and the All-College Faculty Assembly supported the recommendations that the Fire Protection courses be included in the General College curriculum as degree credits. The Certificate becomes still another occupational option available to students through the General College. It is the only one that is currently available the Department of Independent Study in Continuing Education and Extension.

Enrollment Pattern

1. Students from all over the nation enroll for the University of Minnesota Fire Protection courses. There have been more non-Minnesotans than Minnesotans registering for these courses. However, records show that nearly half of the students that registered since July 1, 1981 were Minnesotans. A number of students are from Algeria, Taiwan, Canal Zone and Northwest Territories.

Allen Johnson is an Associate Professor in the Science, Business, and Mathematics Division of the General College and coordinator of the Fire Protection Certificate.

2. Students are selective in terms of course choice. Relatively few students take all the courses.

3. Most students are employed by fire departments that provide monetary and promotional incentives for such education.

4. Several students began their study in junior college programs which have recently been terminated.

5. Enrollment of students include:
   -110 in GC 1121 since 1977
   - 28 in GC 1122 since 1978
   - 3 in GC 1123 since 1980
   -119 in GC 1124 since 1974
   - 95 in GC 1125 since 1974
   - 28 in GC 1126 since 1977
   - 1 in GC 1127 since 1981
   - 84 in GC 1128 since 1974
   (Since July 1, 1981 there were 55 new course registrations)

Instruction

The entire registration and record keeping process is carried out by the Department of Independent Study. The instructors for the courses grade the lessons and communicate with the student by mail or by telephone. The instructor's salary is paid out of the course fees paid by each student. There is, therefore, no monetary cost to the College. The instructors are considered as adjunct faculty in the Science, Business and Mathematics Division. The principal cost to the division is the time required by a regular faculty member to monitor the program.

Further Review and Evaluation

1. We plan to compile more complete student information including:
   - amount of formal education completed
   - extent completion of courses help advancement in career
   - extent students use credits toward a college degree.

2. We plan to review courses for needed revision or updating.

3. We need to determine whatever certain preparatory, background or supplemental content can be made available through Independent Study.

4. We need to determine the extent to which students complete the entire Certificate.

HUMAN SERVICES GENERALIST PROGRAM

by

David Foat, Michael Moser and Sherwood Wilson

The establishment of the Human Services Generalist Program in 1971, was based upon a needs assessment and the program has been subjected to several evaluations since that time. The first of these was done by Stephen Schomberg who focused primarily on the curriculum both as it compared to HSG programs in other institutions and as it fulfilled the perceived needs of the students as well as a group of outside evaluators. Schomberg concluded that first, the General College HSG Program provides the student with the most flexible course of study when compared to other HSG Programs. Second, that students in the HSG Program take a variety of courses throughout the General College and the University of Minnesota. Third, that 14.3 percent have been minority persons and 70 percent have been women. Fourth, that the General College HSG curriculum prepares students who are judged competent on the job and have mastered the basic skills. Fifth, that the curriculum reflects the needs of the students as they prepare for their profession but might be modified to meet these needs better. And, sixth, that the dollar cost of the program for 1974-75 was $22,335 plus the cost of donated faculty from other units of the General College and the University of Minnesota to teach courses in the core curriculum.

As a result of this evaluation, changes in the curriculum and modification of content in existing courses were made.

In 1977-78, an evaluation with a different thrust was done. At that time, both the coordinator of the program, David Foat, and the administration of the college felt that it was desirable to further integrate the HSG Program into the college curriculum as a whole. Consequently, an Ad Hoc Committee to evaluate the HSG Program was formed to explore the possibilities of what was then called the expanded model of human services. In a 1978 report this committee concluded that: First, the program addresses community needs. Second, the program prepares students who are judged competent on the job and have mastered a number of human services skills. Third, the program reflects the needs of students preparing for the new human services generalist profession. Fourth, the program succeeds in placing students in human services positions within a short period of time after they have completed their training. And, fifth, that the program develops career skills widely sought by GC students. But few students have been served by the program because the core HSG staff has not been able to work with other GC faculty to extend attitudes, knowledge, and skills taught in the HSG Program to other career programs in the college.

David Foat is Coordinator, Michael Moser is Coordinator of Field Experiences, and Sherwood Wilson is Assistant Coordinator of the Human Services program in the General College at the University of Minnesota.

On the basis of these conclusions the committee adopted six recommendations: First, the HSG Program should be placed on hard money within the SBS Division. Second, the HSG Program should be expanded to provide human services training to other students in the college. Third, the "hard money" for the HSG Program should be in the form of at least two "E" (contract) appointments to provide administrative, counseling, and teaching services. Fourth, the "E" appointments for the HSG Program should be for no fewer than three years with the possibility of renewal after a performance review. Fifth, the consideration of renewal of the appointments could involve the changing of one or more to a tenure track appointment depending on such factors as the budgetary state of the college, the staffing considerations of the SBS Division, and the success of the expansion of the HSG model. And, sixth, an all-college advisory committee should be appointed to assist the individuals hired on a three-year contract in their work with other faculty to expand the HSG model and to provide human services training to a wider group of students in the college.

As a result of this mandate David Foat and Sherwood Wilson were hired; and following the six recommendations listed above, they (and others) proceeded with work on the expanded model.

A third study, focusing this time, on the graduates of the HSG Program was completed in 1981. This study showed, among other things, where the graduates are employed, what they do in their jobs and how much they are paid. In a monograph which is now in preparation, David Foat has related these results to the evolution of the program, the selections procedure used, and the current curriculum.

Concurrent with the writing of the above study, and evaluation of the expanded model (now called the consolidated model) was completed in 1982. The authors of this study concluded that the mandate of the Ad Hoc Committee had, for the most part, been carried out. Specifically the following accomplishments were outlined: First, representative committee was formed. Second, job descriptions were developed and core HSG staff hired. Third, a broad range of GC faculty aided in teaching the human services courses, served on the committee, and helped identify learning needs. Fourth, courses were developed and/or modified. Fifth, relationships among career programs were strengthened. Sixth, field experience programs were coordinated. And, seventh, the initial structure of an evaluation study is now being developed to determine the effectiveness of the newly established opportunities provided by the expanded model.

The 1982 evaluation resulted in the following recommendations:

1. Since the Expanded Model is an all-collegiate program, central administration should obtain adequate monies to fund it rather than making it the responsibility of the Social and Behavioral Sciences Division.

2. The concept of the Expanded Model is too nebulous for most people to comprehend. Efforts should be made to draft and

utilize a concrete operational definition of it. The HUMAN SERVICES IN THE GENERAL COLLEGE: A CONSOLIDATED GUIDE FOR STUDENTS AND FACULTY ADVISORS (unavailable for review by the Special Programs Committee) may be the appropriate vehicle to carry out this recommendation. Alternatively, the Human Services Advisory Committee could draft a concise statement of the Model's scope and purpose for faculty and students.

3. Continued efforts to publicize the Extended Model concept both within the College and to the general community are necessary. These efforts could include: A Human Services Advisory Committee sponsored staff colloquium explaining the Model and enlisting the help and support of the General College faculty; distributing literature on the Model to students and faculty; development of a Human Services Package course; and a brief presentation of the Model by members of the Advisory Committee to the various divisions.

4. The Expanded Model must have a more concrete form of coordination. The Dean should designate one person to do this.

5. The core HSG staff (Professors Foat and Wilson) are competent, skilled, and fully committed to the Expanded Model, but overburdened by administrative and instructional responsibilities. In consultation with the Advisory Committee, they should attempt to delegate some of their responsibilities.

6. Continued efforts to involve faculty and students at an all-collegiate level must remain a top priority so that the Expanded Model is not seen as being housed in any one divisional unit.

7. The Dean should designate one faculty member to act as a non-certificate advisor or coordinator for students involved in Expanded Model degree programs.

As a result of this study, the Social and Behavioral Sciences Division is requesting that: 1) the consolidated Human Services Program become a permanent part of the college curriculum; 2) the HSG Program be continued (pending outcome of the all-University study of such programs); and 3) that the director's contract be extended for two years. (These latter two recommendations are made pending still another examination of the program - this time by an all-University Task Force which has been charged with the task of exploring the units offering human services training at the University.)

As can be seen from the above, the evaluations which the HSG Program has been subjected to have resulted in a progression. Though it has always been judged successful, changes have been made. Curriculum has been modified, the direction of the program has been expanded to include not only the 30 to 35 students who enter each year, but others who also desire this training; and provisions have been made for further evaluation, in order that the program not stagnate in its success.

One-hundred and fourteen students are currently enrolled in the HSG program. This number included all students who are working towards the completion of the Human Services certificate.

Actual enrollment figures for HSG courses during the 1981-82 academic year are listed in Table I.

TABLE I

Enrollments

	Fall 81	Wtr. 82	Spr. 82	TOTALS
Day School	176	82	87	345
Extension (CEE)	21	0	25	46
Joint Day/Extension	0	12	9	21
TOTALS	197	94	121	421

The program's current cost to the General College (1981-82), amounts to a total dollar figure of $56,204. This figure includes both full time program staff and faculty, and other Social and Behavioral Science Division faculty who teach specific core courses for the program.

Throughout the HSG Program's history, it has developed important relationships with several university units. Among these units are: The School of Public Health's Independent Study Program in Mental Health Administration, The School of Public Health's Alchohol and other Drug Abuse Counseling Program, The Department of Psychiatry, The University Handicap Resources, The University's Alcohol and Other Drug Abuse Program, Special Education, Pilot projects sponsored by the school of social work, and support services such as the HELP Center, Upward Bound, Day Community and services to the hearing impaired.

Based on a sample of 30 students who are currently enrolled in either a HSG lecture course or a HSG field experience seminar the following profile of the HSG student emerges:

The student is either working part time (16 out of 30) or is unemployed (13 out of 30).

The most common occupation listed by those students who are working was that of undergraduate teaching assistant, followed by human services related jobs such as social work aide, recreation aide, college peer advisor, detox aides, and outreach worker.

Other occupations include X-ray technician, bouncer, and computer operator. There is a great deal of diversity in the occupation of current students.

Of the 30 students surveyed, five receive some form of financial assistance towards educational cost from their employer. The most common form of assistance is on-campus work study. One student receives a 25 percent reimbursement from her employer for educational cost. One student receives retroactive assistance in the form of the GI bill.

Based on a recent survey, graduates of the program find employment in a great variety of settings and disciplines. Five human services fields were identified in the survey, and respondents were asked to identify the area they felt their job most closely resembled. Those areas were chemical dependency, correction, mental illness, mental retardation, and "other." The largest single concentration was in the area of chemical dependency, followed by mental health, then mental retardation.

However, a majority reported working in "other" human service areas. If those in the "other" category, the roles of the administrator, teacher, and care giver, respectively were listed as the primary functions performed in those jobs.

Currently, most of the program's students are pursuing the BAS degree. Very few consider the Associate in Arts Degree sufficient for employment in the field of human services. Emphasis on the Associate of Arts Degree could be made only after an indepth needs assessment was conducted to determine the possible employability of AA degree recipients.

LEGAL ASSISTANT PROGRAM

by

Denise Webster Tempeton

Program Objectives

The Legal Assistant Program of the General College was developed in response to an expressed need by the legal community for courses which would enhance and upgrade the skills of persons already working in a legal environment. Thus the program, through its legal specialty courses, the internship, and continuing education seminars provides a general understanding of the variety of legal specialty areas, emphasizing the practical skills needed by a paralegal to assist the practicing attorney. The program is designed primarily to prepare graduates for the private sector of law. Many students, however, ultimately become employed in the public sector due to the generalist nature of the Legal Assistant Program.

Important information from recent program evaluations

It is significant ot note that, according to a September 1981 article in the Wall Street Journal, the Bureau of Labor Statistics forecast that the category of paralegal personnel was expected to grow in employment from 1978 to 1990 between 132% and 166%. This was the next leading category after the category most in demand, computer mechanics.

The only national criteria for evaluating Legal Assistant Programs are the Guidelines for Approval promulgated by the American Bar Association (A.B.A.). Our program began in 1972 and received A.B.A. approval in 1975. The approval process requires that each approved program be reviewed every five years. We received re-approval in February 1982. Several points were made in the report submitted by the A.B.A. visitation team in recommending re-approval status. Overall, the team found ours to be a strong program as evidenced by the following excerpts from their report:

> "Conferences with students indicate that they were pleased with the quality of the instruction in their legal specialty courses, as well as with the attention and consideration they have received from all personnel associated with the program."
>
> "All those associated with the program seem to recognize the importance of maintaining a close working relationship with the community. The composition of the advisory committee attests to this, as does the success in the development and conduct of the internship program."

But the team also made several suggestions for improvements, including developing a more specific budget for the program, expanding and developing a more systematic placement program, and providing additional coursework

---

Denise Templeton is the Coordinator of the Legal Assistant program in the General College at the University of Minnesota.

which would enable a greater degree of specialization among program graduates. Each of these ideas is considered to be worth implementing by both the program faculty and the advisory committee. All are interrelated and would indeed serve to improve the current 70% placement ratio. Yet the financial and human resources available to the program will dictate the extent to which we are able to act on the A.B.A.'s recommendations.

Current enrollment figures from both day and CEE

Our program has always been available to both day school and extension students. Scheduling of courses is planned so that each course is offered at least once through day school and once through extension or as a joint day/CEE course during a given school year. Applications for entry into the legal specialty part of the program always exceed the number of students we can accommodate administratively and in our classes. Approximately 25 day and 25 extension students are accepted each year, and about 40-45 students finish the certificate requirements over a 12 month period. As of March 15, 1982 we had 167 students at various stages of completion in the program, 62 day school students and 105 extension students.

In addition, on a space available basis, we serve a number of non-program students. Not only people who are working in the legal field and would like to refresh or upgrade their skills in one or two substantive areas, but also students in the General College baccalaureate, Human Service Generalist, and Law Enforcement programs have benefited from our courses.

Current cost to the College in terms of regular and adjunct faculty time

Administrative matters relating to the program are manged by a full-time coordinator on an academic professional appointment, a junior student personnel worker on a 75% appointment and an undergraduate teaching assistant utilized in a clerical capacity for an average of 12 hours per week. The coordinator also teaches the Orientation to Paralegal Careers course (GC 1580) and the Internship (GC 3587). The instruction of the legal specialty courses is provided by practicing attorneys from the Twin Cities' legal community. Each attorney, hired as an adjunct lecturer, teaches one or two classes per year. Although the per course fee of $1400, is relatively high compared to legal assistant programs nationally, it has not gone up significantly in the last 5 years. We have been very fortunate to attract extremely competent and dedicated attorneys to teach practically on a community-service basis.

Connections with other University of Minnesota units

Perhaps the unit with which we have the best connections in the University's law school. Our students enjoy free access to the law library and assistance from its librarians, and our classes have been scheduled in the Law Center since its opening. The junior student personnel worker mentioned earlier receives the remaining 25% of her salary from the law school, where she is employed in the Legal Aid Clinic. Her involvement with the unit has been very useful on occasion in terms of knowing who to contact or where to check to tap additional resources. Further, the attorney

who teaches our Domestic Relations courses is the Director of Legal Assistance to Minnesota Prisoners, also officed in the Law Center. When he originally began teaching for us, he was a faculty member of the law school.

Other units with which we have contact as their students elect to participate in our program include the College of Liberal Arts, the Intercollege Program, and Extension Classes.

Student Profile

A survey of our graduates done during the summer 1981 indicated that 71% of the respondents (123 of 174) are presently working in paralegal positions. These positions are primarily full-time - 63% were in law firms and 14% were in corporations. Other areas represented include government agencies, banks and legal service agencies.

As stated earlier, approximately 40% of our current students are in day school, and 60% are extension students. Solid statistics concerning where students receive their funding are not readily available, but we know that 26 of the 71 students admitted during 1981 - 82 were employed in legal settings at the time they applied and many of these students indicated that they were receiving at least some financial assistance from their employers. Similar statistics existed for the 1980 - 81 school year, during which 65 students were accepted. Twenty-seven of those were employed in legal seetings at the time of application.

Other information to be gathered for the evaluation of the Associate in Arts program

The educational requirements of the Legal Assistant Program are such that, after completing the coursework for the certificate, most students need only take the comprehensive exam to also be eligible for the Associate in Arts degree. The only students for who this would not be true would be those transferring in from another college who might need additional coursework simply to meet the residency requirement. Referring again to the 1981 Graduate Survey, 25.8% of the respondents had achieved the Associate degree as their highest educational level, 43.3% held a bachelor's degree, and 29% had done post-bachelor's work but did not hold master's degrees.

More and more law firms and corporate legal departments are requiring employment candidates to have completed a bachelor's degree. Thus, for the Legal Assistant Program the associate in arts level is minimal requirement. Instead of concentrating on the A.A. program, we have been considering alternatives which would enhance the already good marketability of our graduates. One suggesion from the A.B.A. report is to develop additional advanced courses which would allow students a greater degree of specialization after completion of the basic certificate program. This could also benefit students transferring in from Hennepin Community College or Inver Hills Community College who have completed Legal Assistant Certificates and are seeking to build baccalaureate programs which would be relevant to their interests.

Another possibility is to make at least some of the legal specialty courses available through correspondence. The hesitation here is not only financial, but also substantive in terms of how much of the technical legal content can be communicated outside of a formal classroom format. Models do exist for a combination type program in which students might come to campus to meet with the instructor over several weekends during the quarter while the balance of class consisted of large, well-structured homework assignments.

MARKETING CERTIFICATE PROGRAM

by

Shari L. Peterson

Introduction

As it currently exists, the Marketing Cetificate Program is comprised of twelve courses totalling fifty-six to fifty-seven credits. The prerequisite courses are Psychology in Modern Society, Economic Perspectives: Micro Principles and History, Practical Law, Introduction to Modern Business, Accounting I, Data Processsing, and either Accounting II or Financial Mathematics. The core courses required are Marketing: Introduction, Marketing: Sales Promotion, Marketing Management, Salesmanship, and Marketing: Supervised Work Experience.

Although I am currently on temporary assignment to coordinate this certificate program, I will assume the position of Assistant Professor and Marketing Coordinator in September, 1982. Having a previous career background in business and management and having been directly involved with the Marketing Certificate Program for seven months now, I can honestly attest to the relevance and applicability of such a program to the actual business environment. However, more than my opinion is needed.

Program Evaluation

Because there has been a succession of marketing coordinators and the program has not had well-defined direction until 1979 when Joyce Grahn more formally structured the program into its existing state there has been a lack of formal evaluation studies. Regardless of the program structure, students accepted into the program and potential students of marketing want to know the value of the certificate, and they are entitled to that information. To that end, I have embarked upon a "Survey of Marketing Certificate Recipients Since 1975." Students in my Fall, 1981 GC 1551 Introduction to Marketing course were participants in helping to define the objectives of such a survey. Those objectives could basically be divided into two categories: 1) Career Development, and 2) Program Effectiveness.

Career Development The Marketing Certificate brochure points out that "program graduates have established a pattern of employment in mid-management and administrative/supervisory positions in retail and wholesale trade, manufacturing, banking and finance, transportation and storage, advertising, insurance, and various small businesses." Surveys of Marketing Certificate recipients need to be conducted because students who are interested in pursuing a Marketing Certificate are asking more pertinent questions

---

Shari Peterson is an Assistant Professor and Coordinator of the Marketing program in the General College at the University of Minnesota.

such as:

"Will it help me get a job in one of these fields?"
"Will it help me advance in my job?"
"Is it worthwhile?"

Program Effectveness In addition to answering career opportunity questions for students, the follow-up survey should also be a vehicle to determine the relevance of the program offerings to student needs and interests. The second objective of the survey is to provide the necessary statistics which, keeping in mind the current course structure of the program and occupational outlook described, will determine the following:

"Which courses are occupationally relevant and should be retained?"
"Which courses are not occupationally relevant and should be replaced?"
"Which courses should be offered as electives rather than being required?"
"Which courses need to be restructured to reflect a dynamic marketing environment?"
"Which courses should be addressed which are not currently part of the program offerings?"
"Which courses need to be upgraded?"
... and so on.

The questions stated here represent just a sampling of the type of information needed to properly evaluate the program. The results of the survey will be made public in Fall, 1982.

In my opinion, a student evaluation is just one form of evaluation and an evaluation by faculty and peers is still to be addressed. To that end, I have begun reviewing some potential variations or alternatives to the existing certificate with the faculty of the Business Section in the SMB Division. In addition, I see the evaluation as an on-going process, not just a one-time survey. It would be my intent to conduct a student survey every two years, and perhaps faculty evaluations in between.

Enrollment

There are currently sixty-nine students in the Marketing Certificate Program of which nine are "on-hold" to complete their application files, but will be admitted upon that completion. Prior to Fall, 1981, there were thirty-one students in the program but with the growing demand for business related studies an additional twenty-nine students were admitted during the Fall Quarter, 1981. There is no application procedure during the Winter Quarter. During Spring Quarter, a series of eight seminars will be conducted to identify application procedures and explain program opportunities. It is anticipated that there will be another twenty to thirty applicants.

Of the sixty-nine students currently in the Marketing Certificate Program, fifty or 72.5% are in day school, twelve or 17.4% are from C.E.E., and 7 or 10.1% state no designation.

Cost

Currently, (1981-1982 Academic School year) the cost of the program is relatively low due to the absence of an Assistant Professor. Hired to

coordinate the program was a Graduate Teaching Associate (myself), and to assist her, a Teaching Specialist, working approximately twenty hours per week. Next year, (1982-83 Academic School year) the cost will remain relatively low when the new Assistant Professor (myself) comes on board to coordinate the program with the assistance of an undergraduate teaching assistant who will work approximately fifteen hours per week.

In addition, cost is incurred for clerical services from the Divisional Office, supplies, and travel, all of which have been extremely minimal due to the lack of funds.

Connections With Other Units

The Marketing Certificate Program is basically self-contained. It is possible that the School of Management will provide Teaching Assistants in the future as will the Business and Distributive Education Department; and the program has drawn some students from CLA, Home Economics, and BDE, some of whom have even transferred to General College, but for the most part, the Marketing Certificate Program is designed for and comprised of General College students who are taught by General College faculty.

Most course in the certificate are also available in C.E.E. and are offered through General College. Substitute courses from other departments are also available.

Beginning in Fall, 1982, a questionnaire will be distributed to all Marketing Certificate applicants for the purpose of identifying student characteristics which would be used in developing a student profile.

Although sketchy, the following statistics are offered as the only evidence currently available to describe students of the General College Marketing Certificate Program.

(1) From 1975 to 1981, 69% of the Marketing Certificate recipients have been men, and 31% have been women. These figures were determined by name alone which may have been incorrectly interpreted. Total student enrollment between 1975-76 and 1980-81 according to General College Newsletter, Volume XXVIII, Number 2, 1981-82, was 56% male and 44% Female; thus it might be concluded that Marketing Certificates have been awarded to a significantly greater number of men than women proportionate to the enrollment.

(2) According to the recap referred to earlier in section II, recipients of a Marketing Certificate during the 1979-80 Academic School year were 70% male and 30% female. During that same time frame, the recipients ranged in age from twenty-three to fifty years old. In addition, the following breakdown is instructive:

Age of 1979 Marketing Certificate Recipients

	Male	Female
Day	25	23
CEE	31	29

Average age combined: 28

(3) Current records (1981-82 Academic School year) show the following statistics: Of the 69 students in the Marketing Certificate Program, I had forty-four of them in at least one of my classes. A student information sheet has revealed the following:

SEX

	Number	Percentage
Male	30	68.2
Female	14	31.8
	44	100.0

EMPLOYMENT

(Currently or have at one time been employed in a marketing field)

	Number	Percentage
Yes	16	36.4
No	28	63.6
	44	100.0

EDUCATIONAL GOALS

	Number	Percentage
Plan to get AA only	2	4.5
Working on BAS	34	77.3
Working on BGS	4	9.1
No indication	4	9.1
	44	100.0

Other Information

As alluded to earlier, I have begun some preliminary exploration into the possibility of making some revisions in the existing Marketing Certificate Program. Such revisions would address the coordination of the Marketing Certificate and the General College Associate of Arts Degree as well as other objectives. In addition, a follow-up survey of recipients, also begun, is badly needed for program evaluation. Consistent and repeated evaluation should lead to constant program revision, not to the extent that the revisions would cause the program to be altered so substantially that it would be unrecognizable from year to year, but rather that such revisions would cause the program to be:

1) Reflective of a dynamic marketing environment;
2) Reflective of student needs and wants; and
3) responsive to the mission of the General College

As a student profile is developed, as both student and faculty evaluations are conducted, and as the program is consistently improved and upgraded to accommodate the three objectives stated above, the General College Marketing Certificate will continue to provide a valuable service to the College, the University, and the general public.

RADIOLOGIC TECHNOLOGY

by

Patricia Skundberg

The General College of the University of Minnesota and the University of Minnesota Hospitals School for Radiologic Technology jointly sponsor a program of training leading to certification and registration in radiologic technology and an Associate in Arts Degree. A class of 25 students is started once a year in Fall Quarter. The program meets the education requirements for certification by the American Registry of Radiologic Technologists as well as the American Medical Association standards. This is the first program in the state of Minnesota in which the radiologic technologist can acquire a greater academic background through a college program. The course was established for students who wish to receive some education in basic arts and sciences beyond what is required by the American Registry of Radiologic Technologists and to be recognized for it by having an Associate in Arts Degree from the University of Minnesota. The program is optional to anyone who wishes to pursue its goals. It is the primary intent of this program to provide competent, knowledgeable technologists who will fill a needed role in the community. Clinical experience will not be replaced by academic instruction; rather, overall instruction will be upgraded to include courses from the liberal arts and sciences areas to provide the individual with a wider education experience. The broad training obtained throughout this program enables the graduate to qualify for positions requiring general or specialized radiologic technology experience in various types of radiological settings.

The School of Radiologic Technology program qualifies graduates to assist radiologists with patient preparation, adjustment and use of x-ray equipment, performance of clinical supportive functions, laboratory procedures, exposure and processing of x-ray films.

The following persons may be accepted for the Associate Degree Program in Radiologic Technology: Any high school graduate from an accredited high school (or those who have equivalent certificates) and those students who have completed some college work elsewhere or at the University of Minnesota. Students will be jointly evaluated for acceptance by the Department of Radiology at the University of Minnesota Hospitals and the University of Minnesota General College.

A personal interview, along with a tour of the Radiology Department, will be conducted after a completed application has been received by the Radiologic Technology School. Suggested courses to take for Radiologic technology are: Physics, Algebra, Geometry, Biology, Human Anatomy and

---

Patricia Skundberg is Coordinator of the Department of Radiology at the University of Minnesota.

Physiology, Psychology, Communications (Interpersonal and Health Care Workers), and Chemistry.

The technical program of Radiologic Technology offered through the University of Minnesota Hospitals provides the student with 45 college credit hours toward the Associate in Arts Degree as well as qualifying the student to take the Registry Examination given nationally by the American Registry of Radiologic Technologists. The remaining 45 credits required for the Associate in Arts Degree are resident credits offered through the General College. Upon acceptance into the program the applicant must take a comprehensive examination designed to identify any academic strength or weakness. Once these have been identified, a General College counselor will help the student outline an appropriate program of General College courses in conjunction with the Radiologic Technology program. After completing the college program, a candidate for the Associate in Arts Degree must pass a General College final comprehensive examination. A medical boards examination determines the degree of technical knowledge acquired through the technical program.

The cost for the entire 27 month program depends on the individual student's needs. On the average about $2,400 is necessary for payment of tuition, fees, books and professional society fees. In order to help overcome the burden of cost for the program, the Department of Radiology offers students a stipend allotment that comes to a total of $1,250 for 27 months of training. This stipend commences after the seventh month of training.

After the student has completed the program at the University of Minnesota Hospitals and the General College requirements, she/he will be ready to take the Registry Examination given by the American Registry of Radiologic Technologists. All students are urged to join the American Society of Radiologic Technologists so they may keep up with any new trends in radiologic technology. Joining the American Society of Radiologic Technologists is an ideal way to continue the learning process in the field of radiologic technology as well as adding strength tho the philosophy of our chosen profession.

LAW ENFORCEMENT/CORRECTIONS CONCENTRATION

by

Forrest Harris

The ferment of the 1960s and 70s raised the level of crime consciousness among the American public. Among the consequences of this increased concern has been a trend toward raising the educational and professional qualifications of police offers throughout the country.

Minnesota has not been unaffected by this national trend; in fact, in some respects it has been in the vangard of the movement. The Minnesota legislature, responding to the new mood, enacted legislation in 1977 that has already had far reaching effects and will undoubtedly have even more over time. Among the legislation enacted in the 1977 session was the creation of the Minnesota Peace Officers Standards and Training (POST) Board. The POST Board was the first of its kind in the nation and may very well serve as a prototype for others as the movement for professionalism continues unabated.

Prior to the 1977 legislation, peace officers were free to seek employment with any agency whose standards they could meet. After being selected for a position they would be sent to a basic training course usually provided by the Bureau of Criminal Apprehension. Essentially, this training course was akin to the present "skills" course which is now a part of a more intensive program. The BCA training program was paid for by the municipality or other agency employing the peace officer. Thus, the Minnesota movement may have been motivated or at least supported as much for economic as for philosophical reasons. Justification for the shift in cost from the agency to the peace officer is based on the argument that other professionals are required to pay for their educational preparation for the position.

Other aspects of the 1977 legislation were more directly related to the creation of the University of Minnesota Law Enforcement program. The legislation creating the POST Board also required that an applicant for police licensure in Minnesota must obtain 90 academic credits at a two or four year college; that the college program must include a curriculum approved by the POST Board; that the student must acquire a first aid certificate or the equivalent; and that he/she must complete a skills course. When all of these requirements had been satisfied the candidate was qualified to apply for a peace officer position and state licensure.

There are in Minnesota some 20 POST certified institutions of which the General College of the University of Minnesota is one. At the time the Post legislation was enacted the University of Minnesota had two colleges offering criminal justice courses, but neither had applied for POST certification. The Criminal Justice Studies Department was located in the College of Liberal Arts and was primarily an upper division program. Because it was essentially an upper division program, it was probably not of and by

---

Forrest Harris is a Professor in the Social Behavioral Sciences Division of the General College at the University of Minnesota and Coordinator of the Law Enforcement/Corrections sequence in the General College.

itself an appropriate program for POST certification. The General College, on the other hand, offered a few lower division crime-related courses and fewer upper division offerings. Accordingly, at the suggestion of the CJS division, it was decided to submit a joint proposal to the POST Board seeking certification which was subsequently granted.

The joint program went into effect in the fall of 1979 and continued through 1979-80 and 1980-81. At the end of the second year, 1980-81, the College of Liberal Arts decided to phase out CJS as a separate unit. It was further decided to strengthen the General College program by transferring three 3-level courses together with the line item to support their teaching to the General College. Accordingly, beginning in the fall 1981 the administration of the Law Enforcement Program was lodged in the General College. A number of other 3 and 5 level courses that had constituted part of the CJS program were transferred to the sociology department of the College of Liberal Arts. At the present time, although the administration of the program is lodged in General College, it is augmented by the sociology offerings. In the less than three years that the program has been in being 31 students have taken the POST test of whom 28 passed on the first try and one more on the second. In the first six months of the current year 10 of those listed aboved took the test of whom eight passed.

Thus far, I have discussed only the Law Enforcement part of the General College program. A second aspect-not entirely separate-is the Corrections Concentration. This program is a four year student designed course of study leading to the baccalaureate degree. Many of the law enforcement students go on to complete the baccalaurate degree. In addition to qualifying the student as a peace officer, this program offers additional options to the student such as probation and/or parole officer, positions with state and county agencies, group homes and other community based agencies. At the present time some 25 students are enrolled in the Corrections Concentration and several more--some 15 or 20--have obtained a baccalaureate degree in this area.

Inasmuch as the General College has only had sole administrative jurisdiction of this program for one year, 1981-82, it is too early to present any significant data relevant to the program or its future. However, a few trends seem to be developing. A larger number of people are enrolling in the program each year since 1979 when it was offered for the first time. The proportion of women, while still less than men, has been increasing. The number seeking law enforcement licensure and continuing on for the baccalaureate degree is on the increase. Students are increasingly seeking information concerning opportunities in the field outside of the State of Minnesota, especially in the Southwestern part of the U.S. Incidentally, the area seems to offer expanding opportunities in the field.

Several months ago I wrote a brief report on this program for an issue of the GC Newsletter. Too little time has elapsed for me to present any startling revelations about the program. Therefore, I feel justified in concluding this report by repeating the concluding paragraph on the previous one. It is as follows:

Because the Law Enforcement and Corrections program has been in existence for

a relatively short time, it is too soon to assess its impact on the General College curriculum to say nothing of the field of law enforcement in the State. However, because there is a growing national trend toward promoting professionalism in the field, and because Minnesota has taken the lead in this movement, the University of Minnesota and the General College are happy to cooperate in making the program a success. We believe this program is a vital part of the trend toward professionalism, and we believe that it is in accord with the General College's tradition of responding to community needs while at the same time maintaining its function of providing a general education program for students pursuing career-oriented education.

OPEN LEARNING FOR THE FIRE SERVICE

by

David L. Giese

Over four years ago, the Department of Independent Study (DIS) and the Science Business and Mathematics (SBM) Division of General College joined together in developing the Upper Midwest component of the new national program called Open Learning for the Fire Service (OLFSP). That program included a set of twelve courses offered in a correspondence study format. The SBM/DIS contribution would include staffing the courses and assisting students with the completion of baccalaureate degrees. In particular, DIS would provide the mechanism for course registration and publicity while GC would provide the curricular framework for the student combining OLFSP courses with enough other learning experiences to earn a baccalaureate degree. While some may find some similarity between the rate of development of the baccalaureate options for the students and the speed of one of the animals in a race known to most children, I can report steady progress in the development of a program that will make the General College BAS and BGS degrees available to qualified adults regardless of location.

The OLFS Program

The national OLFSP is a collection of twelve courses offered to anyone who registers for the course. In order to complete the OLFS program, students complete six required courses and three additional courses from one of two options, depending on student plans. One of the options involves administration and management while the other covers fire prevention technology. Course titles for the twelve courses are listed below along with the bulletin description of courses already accepted by the General College.

Required Classes

GC 3061 Analytic Approaches to Fire Protection (4 credits)

Application of operations research and systems analysis techniques to fire protection problem areas. Established techniques for building fire protection design, fire station location models, resource allocation procedures, fire data collection, and information management.

GC 3062 Fire Administration (4 credits)

Use of modern management and planning techniques in fire department organization. Evaluation and control procedures related to budgeting, personnel, and communication; planning techniques; and traditional and evolving roles

---

David Giese is a Professor in the Science Business Mathematics Division of the General College at the University of Minnesota and Coordinator of the Open Learning for the Fire Service sequence in the General College.

of the fire department in fire protection and prevention and in community service.

GC 3065 Political and Legal Foundations of Fire Protection (4 credits proposed)

(to be reviewed)

Topics covered include the legal basis for the police power of government as related to public safety, legal limitations and responsibility, liability of fire prevention organizations and personnel, review of judicial decisions, and implications of product liability cases in fire prevention.

GC 3075 Fire Protection Structure and Systems Design (4 credits proposed)

This course explores the design principles involved in the protection of structures from fire involvement, empirical tests and prediction procedures, control detection, and suppression system design practices, and fundamentals of the hydraulic design of sprinkler and water spray stems with recent innovations.

GC 3072 Disaster and Fire Defense Planning (4 credits)

Principles of community risk assessment; regional and cooperative response procedures and plans; relationship of structural, climatic, and topological variable to group fires, conflagration, and natural disasters; and pre- and post-occurrence factors (coordination, command, logistics).

GC 30-- Fire Research Developments, Technology Transfer (4 credits proposed)

(currently under development)

Fire Prevention Technology Option

GC 3066 Fire Related Human Behavior (4 credits)

Design of education, awareness, and community relations programs. Concepts of personal invulnerability; risk evaluation; dynamics of human behavior in fire incidents related to fire prevention codes and ordinances; relationship of role, group dynamcis, and environment of the structure; and perception of fire as a threat.

GC-- Causative Analysis and Investigation (4 credits proposed)

(currently under development)

GC-- Fire Propatation Phenomena (4 credits proposed)

(currently under development)

The Minnesota Plan

Since the General College baccalaureate degree program is designed by the individual student, the OLFSP course requirement presents no problem to

prospective students. Students with two or more years of postsecondary education, whether in a college or in a vocational institute, are eligible to apply to our program. If a student has a certificate in an approved vocational program, the student can apply for either the Applied Studies or the General Studies degree. Students with no certificate would apply for the General Studies degree. In either case, the OLFSP courses could be included in the student's program core. (Remember OLFSP does not grant a certificate. It is only a collection of courses that should help a firefighter become a more promotable employee). However, neither Independent Study nor General College believed that our baccalaureate core should be dominated by a set of courses as narrow in focus as the OLFSP course. Therefore, the Science, Business and Mathematics Baccalaureate Admissions Committee agreed that an approved core for OLFSP students should fit the following pattern:

Six required OLFSP courses	24 credits
Three specialized OLFSP courses	12 credits
Six general education courses	24 credits
Two Social Science classes (Group C) (not from the same discipline)	
One Natural Science class (Group B)	
One Artistic Expression Class (Group D)	
One Writing class (Group E)	
One symbolic system (Group A)	
Senior Report	4 credits
	64 credits

Students would have to meet all other baccalaureate guidelines requirements (distribution, 45 GC credits, 45 credits after admission, 180 total credits). In addition, a special admission fee for transcript analysis and program planning would be charged and the money used to reimburse faculty for their time spent with OLFSP students.

While the baccalaureate guidelines do not require all upper division credits in the core, students would be strongly encouraged to meet the six general education classes with General College 3-level classes. If students followed that "suggestion," and applied for admission to a GC baccalaureate degree program while taking their second OLFSP course, then students would meet all GC/UM graduation requirements except possibly the liberal education requirement. That requirement would need individual attention at the time of admission to our baccalaureate program.

Next Steps

SBM is continuing its review of the OLFSP courses. I have talked with DIS about the necessity of additional 3-level GC classes. I have discussed the development of such classes with several GC faculty. If such courses would be limited in appeal only to OLFSP students, the project should be discontinued. But the courses would benefit off-campus students (INSIGHT, handicapped, Rochester, employed adults), as well as day students needing a particular type of course during a quarter when that course was not offered. Such courses would also benefit faculty since development could be done over summer when many faculty are interested in funded projects.

VOCATIONAL TEACHER EDUCATION

by

David Bjorkquist

The Vocational Teacher Education emphasis in the Associate in Arts degree was initiated to meet the needs of many post-secondary vocational teachers. The majority of individuals teaching in trades and industrial programs in the Minnesota Area Vocational-Technical Institutes do not have university degrees but must be competent in the occupational field they teach and continue to take teacher education courses to remain qualified for their teaching licenses. These individuals are well served by the Associate in Arts degree because it permits them to combine their occupational competency and need for teacher education courses in a degree program. They receive credit toward their degrees based on their occupational competency and use course credits that they must earn for vocational licensure in that degree program.

This program has not enrolled large numbers of students and it is not possible with present record keeping to report an exact enrollment. At the present time, there are about 15 students in the Vocation Teacher Education-Associate in Arts degree.

Students in the program are advised about the teacher education component, vocational licensure and related matters by an Industrial Education faculty member. Once a year a faculty member goes to each AVTI in the metropolitan area and holds advising sessions for the teachers of those schools. Some of those who come for advisement are directed toward the Associate in Arts degree and are advised about it. Students in the AA degree program enroll in teacher education courses with students pursuing other degrees and licensure goals. There are no teacher education courses exclusively for AA degree students.

The Associate of Arts degree helps to strengthen an important linkage between the University and Minnesota AVTIs. There is a concern by teachers and administrators for continuing professional development and the AA degree fits into the plans of many individuals. It becomes an incentive for continuing in an educational program, increases the satisfaction gained from teacher licensure courses, and becomes an intermediate step toward a bachelor's degree in Vocational-Industrial Education or some other field. After earning an AA degree, several students have realized that a bachelor's degree is not out of their reach and have continued their education.

Almost all of the students in the Vocational Teacher Education - Associate in Arts degree are full-time vocational teachers. They are taking most of their coursework during evenings and are paying for it themselves.

David Bjorkquist is Professor and Head of Industrial Education in the Department of Vocational and Technical Education at the University of Minnesota.

The Vocational Teacher Education - Associate in Arts degree is for a relatively small population of potential students. This does not make it insignificant, and it should not be devalued because it enrolls small numbers of students. It is more important that it has resulted in the broadening of the education of the students who have enrolled in it and has inspired individuals who never considered a university degree to be within their grasp to earn an AA degree and advanced degrees beyond that.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

APR 22 1983